**FINAL ASSESSMENT FOR *ROMEO AND JULIET* MINI UNIT**

**Project Description**

Students will work in cooperative groups (4 students per group) and will use William Shakespeare’s *Romeo & Juliet* and 2 primary source historical references to adapt and perform a 2 page scene from the play into a different time and place. In the groups they will adapt, write, cast, rehearse, and perform their scene in front of the class for their final unit assessment. Students will submit a written copy of their collaborative project as well as one paragraph submitted individually explaining their contributions to the project.

**Procedures**

Step 1: Show students the same scene from 3 different versions of *Romeo & Juliet*. Have student’s groups discuss the differences of the adaptations and how each remains true to the theme while accurately reflecting a different historical time and place.

Step 2: Show students a scene rewritten in an exemplary manner. Provide the students with a handout of proper copyright, works cited examples.

Step 3: Students will break into their working groups and decide which scene they would like to perform and what time period/location they desire their scene to take place. Students will choose roles within the scene that they will play. Every student must play a role; depending on comfort level they may opt to be narrator of the scene.

Step 4: Students will investigate the time and place they desire their scene to take place in, and class time will be given for the students to meet in groups and adapt their scene.

Step 5: Once the adaptation is complete the students will perform their scene in front of the class as their group assessment and submit their written copy of the script. Each student will submit their written paragraph to the teacher.

**Evaluation Criteria for Performance of Scene (50 points total)**

-Every person is represented equally in the scene (10 points)

-The core value of the text is left intact (themes, characters, emotions, etc) (10 points)

-Appropriate and clear incorporation of time/place (10 points)

-Fluidity of scene (10 points) What does thie mean?

-Evidence of planning and rehearsal is clear (10 points)

**Evaluation Criteria for Written Scene, Citations, and Individual Contribution Paragraph (50 points total)**

-Equal share of responsibility for adaptation of scene (10 points)

-Script for the scene is at least two pages long single or double spaced? (10 points)

-Appropriately formatted as a script and grammatically accurate (10 points)

-Complete and correct MLA citation of two sources (10 points)

-Honest response to contribution from all individuals (10 points)

**Resources**

Balcony Scene:

1996 Baz Luhrman film *Romeo & Juliet*

http://www.youtube.com/watch?v=XLWPg3SCYH4

1968 Franco Zeffirelli film *Romeo & Juliet*

<http://www.youtube.com/watch?v=RsGhZiDRYSg>

1961 Robert Wise and Jerome Robbins film *West Side Story*

<http://www.youtube.com/watch?v=5_QffCZs-bg>

This is a well written performance assessment. You may need to suggest some appropriate scenes for adaptation. Also be prepared with historical references so that students do not spend all their time hunting for the material they need. You could work with a social studies teacher to suggest those resources.

NAME

Sample Scene Adaptation

Act II, Scene ii

Setting: A present day American high school

*Julie is practicing her scales in the choir room and Ron stumbles into the room and watches her for awhile before making his presence known.*

Julie: OMG! You’ve been here the whole time?

Ron: I was afraid to interrupt you. I know I’m not the kind of person who is necessarily welcome here.

Julie: Aren’t you Ron? You play Varsity football, don’t you?

Ron: I’m not a football player if you don’t want me to be one.

Julie: Why are you even here. I’m surprised you could find your way all the way down the choir hall. Isn’t the football field on the other side of the building? The choir director is right next door. If he sees you he will send you to detention.

Ron: I know, I had to walk by a bunch of choir guys too but just the thought of hearing your beautiful singing made it so easy to get by. I don’t care about detention or your choir director catching me.

Julie: Well, if he sees you here you’ll be stuck here all Saturday.

Ron: I’d rather get detention than spend another second away from you.

Julie: How’d you know I’d be here?

Ron: My heart led me here. I’ve been wanting to talk to you.

Julie: Oh my gosh, you’re making me blush! I’m embarrassed that you caught me practicing. You are so sweet! Do you really like me? You totally do. But football guys are all over the place. Tell me you just love me. Or do you want me to play hard to get? No, I like you too much. But even though I’m not playing hard to get, trust me, I’m totally into you and as good as any other girl.

Ron: I swear to God…

Julie: Don’t swear to God…

Ron: Who am I supposed to swear to?

Julie: Maybe don’t swear. Or, maybe swear to yourself because you’re the one I really love and trust.

Ron: My love is sooooo….

Julie: Woah! We are going way to fast. I need to see you sometime later so we can talk about this more.